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"SITE BASED MANAGEMENT
- SCHOOL BASED IMPROVEMENT"

APR 8 1991

GOVERNMENT DOCUMENTS

Education Centre
100 Main Street West
Hamilton, Ontario

1991 04 04

To The Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: "Site-Based Management - School-Based Improvement"

BACKGROUND:

From the October 20, 1987 Organization Change Project-Implementation Report and the Davin, Shulman & Assoc. Report, the following quotes set the basis for this project:

Both the Blueprint for the 80's and the Organization Change Project report clearly that decentralization is the critical component in enabling our schools to be responsive to the needs of students and their parents.

With the proposed decentralization to Area Offices and the broader based accountability of Superintendents of Schools, the organization can increase effectiveness and rejuvenate its potential for excellence in educational programs and services. In effect this will be accomplished by giving schools greater control in decision making with respect to budget and allocation of resources. Then, decentralization will lead to a greater capacity to provide "service conscious" community leadership which is responsive and competitive.

And, from the June 1989, System Planning Document, our vision is articulated as follows:

The vision of the Hamilton Board is to have a student-centred and school-based educational system which advocates and values a caring attitude, respect of diversity, accountability, innovation, trust and openness in communication, and challenges students to continued achievement.

RATIONALE:

Site-based management is a decentralized form of organization, in which decisions are made by those who know and care most about the quality of the education students receive--the principal, teachers, parents and citizens, and the students themselves.

Children are the beneficiaries of education and, as a result, parents should have the right to participate directly in the planning and decision making that produces the outcomes of education. As more control is given to the school and community, public confidence in the schools increases, problems are solved more accurately and the needs of individual students are more likely to be met.

Principals and teachers should have more direct control over school operations and instructional programs. Central to any school improvement is staff dialogue about issues and problems, participation in decisions, involvement in actions taken, and responsibility for evaluating results.

"Site-based management.....School-based Improvement" attempts to place maximum educational planning and accountability, and management of personnel and material resources in individual schools. Research indicates that individual schools are the largest educational units in which meaningful change can be brought about and that school principals are the key agents for effecting change.

PROPOSAL

Special interest groups, various social agencies, and some politicians view the schools for accomplishing their current objectives. Often the Ministry of Education and Board of Education are obligated to respond to these pressures resulting in policy mandates that are "top-down" directives to be bureaucratically enforced.

Site-based management is a reform that has been initiated from the "bottom-up". Proposals have been made by parents to schools, by staff to principals, by principal groups to senior administration, by

union groups to management. It is a process based on trust and participative democracy. The accompanying report represents a distillation of studying many site-based management ventures in Canada, U.S.A., and Great Britain. It is not a panacea.....it is a process which has yielded very favorable results where it has been implemented with collaborative good faith among all concerned.

Recommendation:

That the Development Committee endorse the formation of a Site-Based Management Steering Committee and that progress reports be brought to Committee

Prepared and Submitted by: Rick Binns,
Superintendent of Schools

Approved by: K. A. Rielly, Director and Secretary

SITE-BASED MANAGEMENT -- SCHOOL BASED IMPROVEMENT

ORGANIZATIONAL STRUCTURE AND ROLES

I. CHANGING ORGANIZATIONAL STRUCTURE

- Guiding Principles
- Administrative Decentralization
- Restructuring our Public Education System

II SITE-BASED MANAGEMENT/SCHOOL-BASED IMPROVEMENT

- Definition
- Site Based Decision Making Model
- Sample Decision Making Matrix
- Necessary Conditions
 1. Political decentralization
 2. Shared Decision-making
- Clarification of roles
- Common Elements
 1. Management Philosophy
 2. Educational Strategies
 3. Organizational Structure
- Accountability
- Mandate from Senior Management

III PILOT PROGRAM

- Goal
- Orientation Presentations
- Steering Committee
 - Membership
 - Tasks
- Flow Chart
- Subcommittees-membership & tasks
- Timelines
- Avoiding Possible Obstacles

- Prerequisites to success
 - Roles required by Senior Management
 - Support from the Board of Education
 - New roles by central office staff
 - Active involvement of parents/citizens
 - Expanded decision - making responsibility of school staff
 - Principal willing to share leadership and school management
- Selection criteria - pilot schools
- Facilitators
 - Purpose
 - Selection
 - Training
 - Function
- School Councils
 - Training
 - Sessions
 - Roles of Council/staff
 - Decision-making guidelines
 - Tasks
- Terms of Agreements
 - Content
 - Necessary characteristics
 - Preparation of Agreements

HAMILTON BOARD OF EDUCATION**STRATEGIC PLANNING ISSUE -- "ORGANIZATIONAL STRUCTURE AND ROLES"**

This item involves a redefinition and clarification of roles resulting from our changing organizational structure. It also addresses the co-ordination of area and school plans as well as central department thrusts.

MISSION STATEMENT:

The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.

I. CHANGING ORGANIZATIONAL STRUCTURES**GUIDING PRINCIPLES:**

- The closer a decision is made to a student serviced by the decision, the better it will serve the student.
- Decision-making is enhanced when it is shared with those required to implement the decisions.
- Site-based management (and school-based improvement) change the entire system of board and school organization and restructures most roles in the board.
- The ultimate goal of site-based management is to improve the teaching and learning environment for students.
- Increased authority at the site and diverse agents sharing in decision-making can improve self-esteem, morale and efficiency of personnel.
- Autonomy enhances performance.
- Striking an appropriate balance between centralized and decentralized decision-making is critical for successful implementation of Site-Based Management.

I. CHANGING ORGANIZATIONAL STRUCTURE (continued)

- Since 1988, following reorganization of senior management and program support personnel, the philosophic foundation of our system has been one of decentralization of decision-making.
- From the schools' point of view, little evidence of this decentralization has occurred. The closer proximity of superintendents and resource personnel as well as the establishment of area supervisors to enhance the curricular role of principals and superintendents has provided some service benefits but this has been offset by the duplication of management meetings (co-ordinator and resource team), the central retention of secondary co-ordinators, and the unresolved duplication of secondary principals meetings.
- In some cases, decisions are more centralized not less. Until the central division of finance, plant, program and human resources recognize that they serve the schools first and not the Board of Trustees, this situation may not change.

Until the principals, vice-principals and department heads recognize that collaborative decision-making requires sharing authority, not "passing-the-buck", and taking responsibility, similarly the situation may not change.

ADMINISTRATIVE DECENTRALIZATION

occurs when one regionalizes or creates area offices and becomes more responsive to the needs of individual schools. This does *not* prove for site-based management. In fact, if done incorrectly it can block communication with the schools and disperse accountability.

SITE-BASED MANAGEMENT -- SCHOOL-BASED IMPROVEMENT

RESTRUCTURING OUR PUBLIC EDUCATION SYSTEM

- Site-based management is not a well-intentioned reform---it is a total restructuring of our schools
- It is a total new way of thinking and operating
- Like successful, high tech firms our new system must be lean, decentralized, innovative and accountable.
- We must strip away middle management, rely on the expertise of people close to the problem, increase our investment in employee inservice and training, lower decision-making and increase school-level accountability.
- A top-down, command-control management system is designed to stifle creativity and independent judgment
- Successful industries find that productivity, effectiveness and efficiency relates directly to the degrees of freedom and independence that they afford their employees
- The school Principal is the most important person in the chain of cause and effect

RESTRUCTURING OUR PUBLIC EDUCATION SYSTEM

- Central administration must become a service centre and "sell" its services to the schools
- If funds are allocated to the schools and the Principal, staff and community are responsible for spending them, overhead will be determined by school decision-making, middle management will be streamlined and resources will be put in the schools
- As staff hiring, allocation and dismissal occurs at the school level with Principals, staff and citizens participating in the selection process, one thing is certain:

QUALITY AND PERFORMANCE WILL IMPROVE

II. SITE-BASED MANAGEMENT: SCHOOL-BASED IMPROVEMENT

DEFINITION:

Site-Based Management is an organizational model for providing each school with the authority and resources required to implement change and flexibly shape program and service delivery to the community it serves.

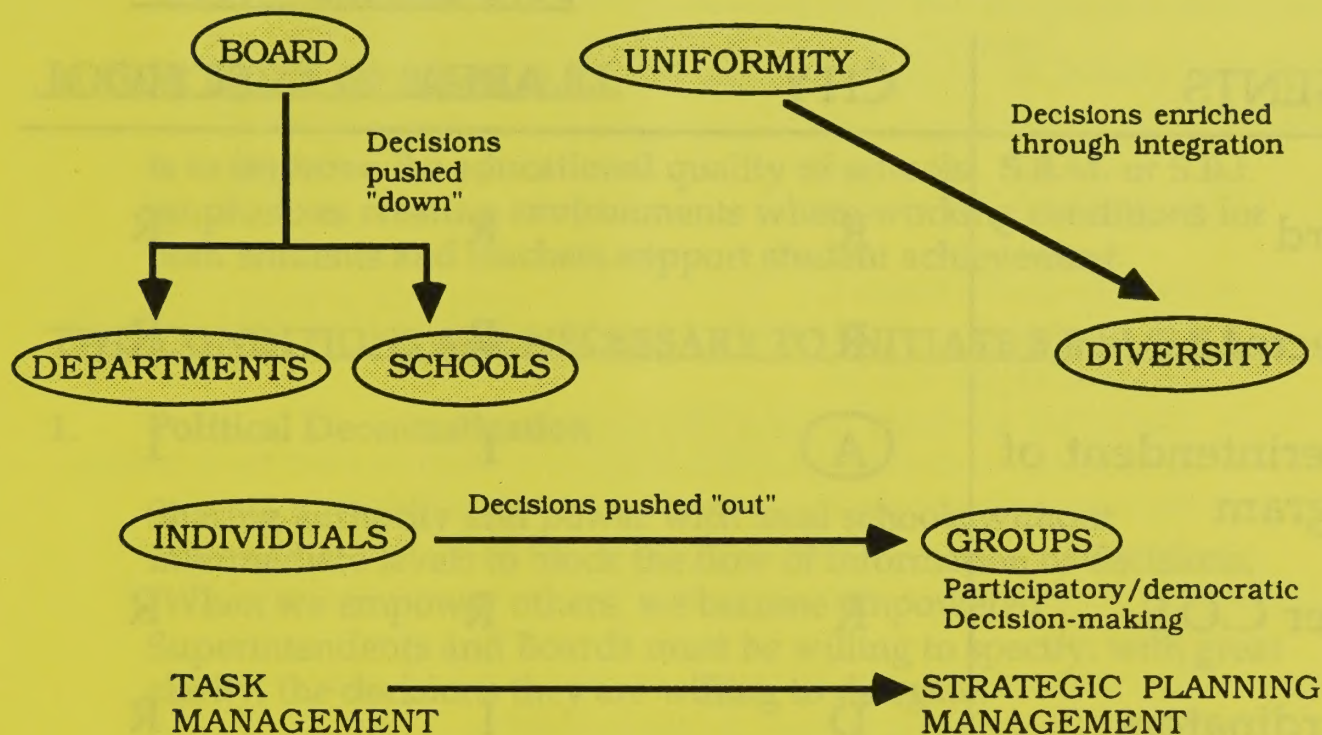
Critical Components of School-Based Management Include:

- the development of a school-centred plan which, while it operates within the mission and priorities of the governing board, attends directly to the special needs of the local students and community;
- delegation of the requisite authority and resource control to the school principals such that they may be held accountable for achieving these goals;
- a significant increase in school autonomy in the arenas of budget, staffing and curriculum; and the restructuring and refocusing of central

functions based on the support and service needs requested by the schools; and

- participative decision-making within the school, drawing on the rich resource base of school staff thus simultaneously enhancing commitment and satisfaction while enhancing effectiveness; and the deployment of advisory committees of parents, community representatives, and where appropriate students at the high school level, increasing ownership by the local stakeholders in the life of the school.

SITE-BASED DECISION MAKING MODEL



ANALYTIC FRAMEWORK: Who Does What? (For whom, where, when, and how)

ORGANIZATIONAL STRUCTURE

"ISSUES"

		1. PROGRAM	2. PERSONNEL	3. FINANCES
Board				
Senior Management				
Division	Area			
Department	School			
Task Teams	Subject Dept's/ Teacher Teams			

DECISION-MAKING MATRIX

PROGRAM - "XYZ"

AGENTS	CITY	AREA	SCHOOL
Board	R	R	R
Director	R	R	R
Superintendent of Program	(A)	I	I
Other C.O.S.	R	R	R
Coordinators	D	I	R
S.O.S.	I	(A)	I
Area Principals	R	D	R
Principal	R	R	(A)
School Cabinet	R	R	D
Teachers	R	R	I

I = Provides Information

R = Recommends

D = Determines

A = Approves

SITE-BASED MANAGEMENT -- SCHOOL-BASED IMPROVEMENT

MAJOR GOAL OF S.B.M./S.B.I.

is to improve the educational quality of schools. S.B.M. or S.B.I. emphasizes creating environments where working conditions for both students and teachers support student achievement.

TWO CONDITIONS ARE NECESSARY TO INITIATE S.B.M./S.B.I.

1. Political Decentralization

Sharing authority and power with local schools without intermediate levels to block the flow of information or decisions.

"When we empower others, we become empowered".

Superintendents and Boards must be willing to specify, with great clarity, the decisions they are willing to delegate.

2. Shared Decision-Making

School structures (e.g. School Improvement Committees) must permit the sharing of authority by the principal, staff, parents, community and students. Principals must be willing to share their authority with their consultants otherwise the focus of power is simply transferred creating a centralized bureaucracy at the school level.

CLARIFICATION OF ROLES

- Sharing authority and responsibility with the schools will change the roles of both central staff and school staff.
- Sharing decision-making at the school level among teachers, students, parents, support staff and the administration will also realign traditional roles.

SITE-BASED MANAGEMENT -- SCHOOL-BASED IMPROVEMENT

THREE COMMON ELEMENTS FOUND IN ALL S.B.M./S.B.I. PROJECTS

I. Management Philosophy

- People can be trusted.
- People are more likely to change when they have a voice in what those changes will be.
- Decisions are more swift at the local level.
- It is easier to change people's behaviour than to alter their beliefs.
- Resources for improvement are in the school community.
- Parents are important contributors to school decisions.
- Students become more responsible if they participate in school decisions.
- Teacher morale, commitment, acceptance and cooperation improve with democratic decision-making.

II. Educational Strategies

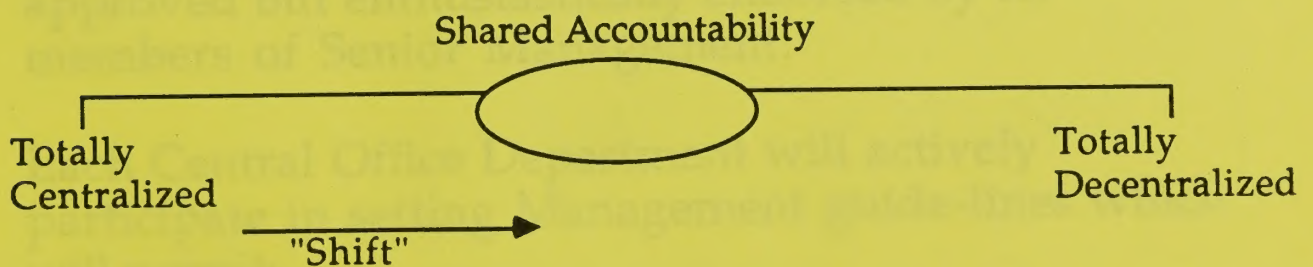
- All projects utilize aspects of Purkey and Smith's "Effective Schools Research".
- Improving the quality of schools involves addressing the 13 Characteristics of "Good" schools.
- Strategies and processes which create and maintain "good schools" involve the following:
 - Collaborative Planning
 - Sense of Community
 - Clarifying Goals and Roles
 - Establishing Rules for Order
 - Discipline and Fairness

III Organizational Structure

- All projects have some form of School Improvement Committee or School Council where decision making is shared.
- Membership of these committees usually involves teachers, students, support staff, parents/citizens, principal.

- Agreements outlining the commitment to share some decision-making authority and responsibility between the central office and the schools is usually negotiated and documented.
- All projects operate within local board policy.
- All projects gain some autonomy in the areas of budget and expenditures.

ACCOUNTABILITY



SITE-BASED MANAGEMENT -- SCHOOL-BASED IMPROVEMENT

A Mandate from Senior Management

1. Site-based management (S.B.M.) or School-based improvement (S.B.I.) is a process which is not only approved but enthusiastically endorsed by all members of Senior Management.
2. Each Central Office Department will actively participate in setting Management guide-lines which will permit:
 - (a) Decision-making authority to be transferred to the school level.
 - (b) Central Department procedures to be altered to serve decisions made at the school level.
 - (c) School personnel to learn functions previously done at the system level.
3. Since the S.B.M./S.B.I. project is aimed toward a total restructuring of our system, it will begin with pilot schools followed by a second and third wave of schools, should the pilot project be deemed successful.
4. It is expected that as a shift in functions devolves to the schools, a re-examination of central and school roles will be required.

5. Role descriptions at both central office and school levels will require modification.
6. It is expected that some roles may be deleted, changed, re-combined, or re-created as functions change.

SITE-BASED MANAGEMENT -- SCHOOL-BASED IMPROVEMENT

ORIENTATION PRESENTATIONS

TRUSTEES

CENTRAL DEPARTMENTS

- PROGRAM
- HRD
- PLANT
- FINANCE
- IMS

RELATIONS
HPA/HSSPC

EMPLOYEE GROUPS, UNIONS
FEDERATION EXECUTIVES

AREA MEETINGS
PRINCIPALS/STAFF

HOME AND SCHOOL (PARENTS),
OTHER CITIZENS, COMMUNITY
ASSOCIATIONS, BUSINESS
LEADERS

SITE-BASED MANAGEMENT -- SCHOOL BASED IMPROVEMENT

STEERING COMMITTEE MEMBERS

Rick Binns	Superintendent of Schools (Chair)
Gail Rappolt	Assistant Superintendent (Program)
Greg Rutledge	Controller (Finance)
Frank Cooke	Coordinator of Staffing (H.R.D.)
Ernie Salmon	Manager of Caretaking (Plant)
	Secondary Principal
	Secondary Vice-Principal
Sylvia Scarrow	Employment Officer (H.R.D.)
	Elementary Principal
	Elementary Vice-Principal
Jim McCaughey	Staff Development Program Leader (H.R.D.)
Rick Kawai	Superintendent of Information Management Services
	Trustees
	Home and School Representative
	O.S.S.T.F. Representative
	A.E.F.O. Representative
	Business Representative (C. of C.)
	Other Superintendents (?)

SITE-BASED MANAGEMENT -- SCHOOL-BASED IMPROVEMENT

SOME STEERING COMMITTEE TASKS

- Select and train S.B.M./S.B.I. Facilitators
- Encourage development of School Improvement Committees(S.I.C.)
- Select pilot schools
- Hold orientation meetings for pilot schools, S.I.C.'s Central Office Staff, Trustees and community
- Provide training of S.I.C.'s (specific functions, e.g. if aspects of finance are decentralized, train school personnel in budgeting, accounting, bookkeeping, etc.)
- Clarify decision-making roles (negotiate agreements)
- Provide School Improvement Committee's with research and proven practices that contribute to effective schools
- Build trust among pilot school principals and central office administrators as accountability becomes shared and "mistakes" will be made.
- Develop new roles for Principals and central administrators in pilot project.
- Develop new rules for financial, curricular and staffing decisions in the pilot project.
- Communicate the delegated decision-making roles to all concerned.
- Establish timelines for review processes and periodic reports to senior management and the board.

SITE-BASED MANAGEMENT PROJECTS

GUIDELINE SUBCOMMITTEES

1. FINANCE
2. PROGRAM
3. STAFFING

**STAFF
DEVELOPMENT
SUBCOMMITTEE**

STEERING COMMITTEE

1. Communicates Guidelines
and
Terms of Agreements

Schools Develop
and
Submit Proposals

2. Review Proposals
Negotiate Terms
Select Pilot Schools

3. Implement Pilot Projects

4. Interim Reviews and Reports
To Board, System and Community

5. End of Pilot Project
Summative Evaluation and
Recommendations Re:
Expansion or Termination

SITE-BASED MANAGEMENT PROJECT - SUBCOMMITTEES

*Chair

SUBCOMMITTEE	STEERING COMMITTEE REPRESENTATIVES	ADDITIONAL PERSONNEL REQUIRED (As Needed)	MAJOR TASKS
1. FINANCE	• Controller • E.S. or S.S. Principal/V.P.*	• 1 Additional E.S. or S.S. Principal, Vice-Principal • Manager (Budget) • Accounting Supervisor • Manager (Audit) • Admin. Asst. to Principal • Manager (Purchasing) • 1 Superintendent of Schools	• Establish Operating Guidelines for decentralizing. • Outline ways and means of moving the control of resource deployment from central departments to school levels. • Delineate which functions are best controlled at central office.
2. PROGRAM	• Assistant Superintendent (Program) • E.S. or S.S. Principal/V.P.*	• 1 Additional E.S. or S.S. Principal, Vice-Principal • Curriculum Coordinator • Service Coordinator • P./J. Consultant • Department Head • Principal's Assistant • 1 Superintendent of Schools	• Establish new mechanisms/procedures for accountability, reporting and communicating decisions. • Outlining steps to be taken to go from traditional practices to revised procedures including timelines, obstacles to overcome and person(s) responsible.
3. STAFFING	• Staffing Coordinator (H.R.D.) • E.S. or S.S. Principal/V.P.*	• 1 Additional E.S. or S.S. Principal, Vice-Principal • Manager of Caretaking • Collective Bargaining Analyst • Employment Officer • Senior Secretary (S.S.) • Elementary Secretary • Foreman (S.S.) • Group Caretaker (E.S.) • 1 Superintendent of Schools	

SUBCOMMITTEE	STEERING COMMITTEE REPRESENTATIVES	ADDITIONAL PERSONNEL REQUIRED (As Needed)	MAJOR TASKS
4. STAFF DEVELOPMENT	• Staff Development (Program Leader) • E.S. or S.S. Principal/V.P.*	• 1 Additional E.S. or S.S. Principal, Vice-Principal • Area Supervisor • Staff Development Consultant • Staff Development Assistant • Process Consultant • 1 Superintendent of Schools	• Study the functions of Effective School Improvement Committees • Delineate training functions related to Shared, Site-Based Decision-making and the new roles expected of S.I.C. members • Provide training of S.I.C.'s in Pilot Schools through the use of trained facilitators. • Provide S.I.C.'s with research and proven practices that contribute to effective schools • Provide some process consultation of S.I.C.'s using facilitators • Inservice a group of facilitators on new operating guidelines established by finance, program and staffing subcommittees.

TIMELINES - PILOT PROGRAM

Functions	1990	1991	1992	1993	1994
Senior Management • Proposal & Mandate • Orientation Presentations	-----	-----			
Steering Committee • Membership • Tasks		-----	-----	-----	
Subcommittees • Guidelines • Staff Development		-----	-----	-----	
Selecting Pilot Schools		-----			
Facilitators • Selection & training • Function		-----	-----		
School Councils • Training • Planning • Implementing		-----	-----	-----	-----
Reviews • Formative • Summative • Expansion/Termination			X X	X	-----

TO BE SUCCESSFUL REQUIRES...

AVOIDING POSSIBLE OBSTACLES

SOME S.B.M./S.B.I. PROJECTS HAVE ENCOUNTERED THE FOLLOWING BARRIERS:

- Board rules or regulations restricting S.I.C.'s (School Councils) from making appropriate decisions
- Union and Federation Contracts
- Lack of School Control over budgets
- Insufficient Administrative and Leadership Support
- Little teacher involvement in and commitment to the process
- Few models on which to pattern school efforts
- A "project" mentality that separated the process from standard operating procedures thus permitting the pilot to be seen as "unreal"
- Too little time allowed for the process to succeed (some research suggests 3-5 years is necessary for meaningful change to take place)

TO BE SUCCESSFUL REQUIRES...

ROLES REQUIRED BY SENIOR MANAGEMENT

THE DIRECTOR, ASSOCIATE DIRECTOR AND ALL SUPERINTENDENTS MUST:

- be willing to relinquish some authority in order to gain the power that comes from success
- feel confident enough of S.B.M./S.B.I. and our principals, staff and parents to convey a feeling of trust to the board and community
- convey to staff and parents the expectation that they can lead
- provide the necessary resources
- assist in the development of principals who have the potential to learn new roles
- encourage diversity among schools
- direct more media attention to individual school successes and less to "board" projects
- resist the temptation to step in when the going gets rough
- share the responsibility for failure and learn from it
- monitor progress carefully demonstrating its importance to the board and that schools are fully accountable for their efforts
- not overburden schools with evaluative paper work.

TO BE SUCCESSFUL REQUIRES...

NEW ROLES BY CENTRAL OFFICE STAFF

THE CENTRAL OFFICE STAFF MUST BE WILLING TO:

- deliver their services to the S.B.M. pilot schools in new ways
- continue their traditional roles to non-pilot schools while adapting to the pilot schools in a different way
- shift their emphasis from administering central rules to assisting schools solve their problems
- "live with" a little ambiguity

TO BE SUCCESSFUL REQUIRES...

SUPPORT FROM THE BOARD OF EDUCATION

THE BOARD MUST BE WILLING TO PERMIT INDIVIDUAL AGREEMENTS TO BE NEGOTIATED WITH EACH SCHOOL COUNCIL THAT:

- spells out the authority of the school council and defines its relationship to the central departments in staffing, finance and program
- should be as clear as possible about the areas where school councils have autonomy to make decisions and where they can only make recommendations to central administration
- states the areas and conditions under which the central departments will be willing to alter their practices to allow for improvement to take place in the school
- allows issues peculiar to each school to be addressed in the most effective manner by drawing on leadership at all levels of the system

TO BE SUCCESSFUL REQUIRES...

ACTIVE INVOLVEMENT OF PARENTS/CITIZENS
--

**THE PARENTS CAN ENHANCE A SCHOOL'S CHANCE OF
SUCCEEDING WITH S.B.M./S.B.I. BY:**

- becoming active participants in the process
- contributing to decisions related to instructional effectiveness
- helping select suitable representatives to serve on school improvement committees and/or school councils
- participating on "home and school" or other parent-teacher organizations

TO BE SUCCESSFUL REQUIRES...

EXPANDED DECISION-MAKING RESPONSIBILITY OF SCHOOL STAFF

THE TEACHING AND SUPPORT STAFF MUST:

- accept the responsibility which accompanies the authority embodied in school level decision-making
- select appropriate representatives to participate as a significant part of the management team
- support the school improvement plan by contributing to a realization of its goals

TO BE SUCCESSFUL REQUIRES...

A PRINCIPAL WILLING TO SHARE LEADERSHIP AND SCHOOL MANAGEMENT

**IMPROVING A SCHOOL'S INSTRUCTIONAL PROGRAM THROUGH
S.B.M./S.B.I. REQUIRES A PRINCIPAL WHO WILL:**

- share the expanded opportunity to provide educational leadership, technical assistance, and guidance to the management of the school
- guide staff dialogue about issues and problems encouraging their participation in decisions, involving them in actions taken, and assuming the responsibility for evaluating results
- establish a school management council composed of teachers, support staff, parents/citizens, students and oneself
- maintain a constant dialogue with central office staff in order to establish support for school-based initiatives
- market the school's plan and new management style to the community

SITE-BASED MANAGEMENT -- SCHOOL-BASED IMPROVEMENT

**PILOT SCHOOLS - CRITERIA FOR
SELECTION**

1. Superintendent of Schools support.
2. Principal willing, able and enthusiastic about sharing decision-making and authority with staff and community through a school
3. A parent group and staff who have a voice in school operating decisions and are not threatened by change.
4. Teachers are the central agents of school improvement and a substantial majority of staff members must support a school-based improvement plan (2/3+).
5. A proposal developed by the school which is consistent with System directions for S.B.M./S.B.I. schools are invited to indicate the school improvement efforts they wish to undertake and the possible blocks to success of those activities.

SITE-BASED MANAGEMENT -- SCHOOL BASED-IMPROVEMENT

FACILITATORS**PURPOSE**

Facilitators help school councils plan and carry out their goals and objectives. They are not members of the teams but consultants to them--providing advice, bringing resources to bear and guiding council members through the decision making process. Facilitators have no agenda of their own, but are well-versed in the theory and practices of school based improvement and are capable of guiding the council in the direction it seeks to go. They are also knowledgeable about group dynamics and skilled in helping people work together in teams.

CRITERIA FOR SELECTION

- Thorough and up-to-date knowledge about S.B.M./S.B.I.
- A commitment to carry out its intent.
- An ability to design short, experiential training experiences, such as role-plays, for councils.

- A willingness to see themselves as part of the S.B.M./S.B.I. team.
- An ability to differentiate between a member of a council from being its consultant.
- An ability to perform in a leadership capacity that has credibility with the council without taking authority from the council leadership.
- An awareness of the difference between being "liked" and being "valued".

SITE-BASED MANAGEMENT -- SCHOOL BASED-IMPROVEMENT

FACILITATORS

TRAINING

include an in-depth exposure to group dynamics and process facilitation

- the concepts and theory of school based improvement
- the research on effective schools, teaching and organizations
- the role of the facilitator
- group dynamics and process observing
- models of decision making
- models of planning
- how various personality types affect group behavior

FUNCTION

- attend all the council meetings of their schools
(2 - 3 times a month at first)
(before school, during school, in the evening)
- on call to their councils when their help is needed
- train council members
- Direct assistance to school councils in process
consultation, group process and group dynamics

SITE-BASED MANAGEMENT -- SCHOOL-BASED IMPROVEMENT

SCHOOL COUNCILS

- Basic decision making unit at the school
(representative form of governance)
- Number of members depends on size and
organization of school
Ideal = 7 - 15 persons

Representative of school's major constituencies
(depts., divisions, etc.)

- Reflects broad cross-section of stakeholders
(principal, teachers, parents/citizens, students
(middle/highschool), support staff (secretaries,
custodians, E.A.'s crossing guards, L.R. supervisors,
consultants, adjustment counsellors, psychologists
etc.)
- Parity - one more parent/community member than
professionals to compensate for less articulate
parents (California)
- Rotation - members rotate off the council and add
new members regularly (staggered 2-3 year terms)
- Parents/Community members must commit to
consistent attendance

- Active parent groups or home and school groups should be represented
- Facilitators ought to schedule extra training just for parents
- Principal has a single vote on the decisions made by council but often has power of position and information which he may use to influence but not dominate decisions of the council
- Greatest obstacle to effective council meetings is refusal of the principal to relinquish authority
- Shared decision-making is a difficult process

SITE-BASED MANAGEMENT -- SCHOOL-BASED IMPROVEMENT

SCHOOL COUNCILS

TRAINING

- Members need to be well grounded in the theory of school-based improvement
- They need to know about the research on effective schools, effective teaching, and successful strategies for education improvement
- They need to know something about how the school system operates (budget process, repairs, selecting staff, roles of consultants/co-ordinators).
- Councils need to know how to work together as a team -- to make decisions -- through voting and consensus -- how to plan together -- set goals and objectives -- deal with no-participants or monopolizers -- group dynamics theory -- dealing with problems
- Councils need to know which data are important to have about their schools, how to gather it, and how to interpret it.

SESSIONS

- Joint training for 3 -4 school councils together
- Retreat?
- Initial Training - maximum - 3 days
- Subsequent training sessions should focus on the needs of individual councils and their particular issues (additional training in problem solving, decision making or obtaining resources).

ROLES OF COUNCIL/STAFF

	Goal	Imple- mentation	Evaluation
Board/ Council	Decision Making	Advisory	Decision Making
Supt./ Staff	Advisory	Decision Making	Advisory

SITE-BASED MANAGEMENT -- SCHOOL BASED IMPROVEMENT

Guidelines for School Council Decision-Making

These guidelines are purposefully broad to provide as much flexibility and freedom.

1. DECISIONS MUST BE LEGAL

A council cannot violate federal, provincial or municipal law.
e.g. Mandatory Courses for O.S.S.D. (provincial law)

2. DECISIONS MUST BE IN LINE WITH BOARD POLICY

Most decisions made by a Council will be easily within board policy.
e.g. Board Discipline Policy
Most school councils would expand on that policy to make it more specific to the school.

3. DECISIONS MUST BE WITHIN THE CONTRACTUAL OBLIGATIONS OF EMPLOYEE GROUPS.

The agreements reached by employee groups and the board set parameters within which a School Council must operate.

4. APPLYING FOR WAIVERS OF BOARD POLICY AND UNION CONTRACTS MAY BE PERMITTED PROVIDING THE FOLLOWING CONDITIONS ARE MET:

- (a) The waiver will remove a barrier to improving student achievement.
- (b) Seventy five percent of the school staff and the principal approve the application.

Final approval rests with a special committee composed of union and Board officials.

5. DECISIONS REGARDING BUDGETING, EXPENDITURES AND ACCOUNTING WILL REST AT THE SCHOOL LEVEL. TOTAL SCHOOL ALLOCATIONS WILL REMAIN A CENTRAL FUNCTION.

Besides instructional supplies and books, school councils could make decisions about such things as repairs to buildings and grounds occasional teachers, personnel training (staff development), educational assistants, replacement and new equipment, and permanent improvements.

6. DECISIONS MUST BE ETHICAL

School Council decisions cannot be harmful to individuals or groups of children, teachers, parents or administrators.

7. RESTRICTIONS SHOULD BE FEW IN NUMBER, ANNOUNCED AT THE BEGINNING AND CLEAR BEFORE THE SCHOOL COUNCILS BEGIN THEIR WORK.

A Superintendent or a Principal may have a few programs or functions which they may wish to eliminate from School Council deliberation. These conditions need to be few, "up front" and clear at the outset.

SITE-BASED MANAGEMENT -- SCHOOL BASED IMPROVEMENT
School Council Tasks

"Developing and Implementing a School Plan"

1. CREATE, RATIFY OR REFINE A SCHOOL MISSION STATEMENT

It should focus on students and define what the school stands for: its values, beliefs and desired student outcomes.

2. DEVELOP AND CONDUCT A NEEDS ASSESSMENT

This means soliciting from the staff and community their opinions, collecting statistical data related to student achievement and identifying areas of strength and weakness.

3. SET GOALS OF SHORT, MEDIUM AND LONG RANGE (1 yr., 3 yr., 5 yrs.)

Management issues which are readily solvable and less threatening may be developed at first however, as greater trust builds, councils will take on the more complex instructional improvement goals.

4. IDENTIFY PROBLEMS

What obstacles do we have to overcome?
What Board rules get in the way?
What Contract provisions hamper our efforts?
How will we overcome these obstacles?

5. ESTABLISH PRIORITIES PLAN ACTIVITIES, INVOLVE SUBCOMMITTEES, MONITOR PROGRESS, CELEBRATE SUCCESSES

Councils need to focus on a reasonable number of activities, organize to involve the entire school "family", and build in social occasions to build team cohesiveness.

STATIONER AND CONDUCT A SERIES ASSESSMENT
The stationer and conductor shall be responsible for the following:
1. Create a series of questions and answers for the assessment.

2. Review and conduct a series assessment. The stationer and conductor shall be responsible for the following:
1. Create a series of questions and answers for the assessment.

2. Review and conduct a series assessment. The stationer and conductor shall be responsible for the following:
1. Create a series of questions and answers for the assessment.

3. Review and conduct a series assessment. The stationer and conductor shall be responsible for the following:
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4. Review and conduct a series assessment. The stationer and conductor shall be responsible for the following:
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5. Review and conduct a series assessment. The stationer and conductor shall be responsible for the following:
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6. Review and conduct a series assessment. The stationer and conductor shall be responsible for the following:
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7. Review and conduct a series assessment. The stationer and conductor shall be responsible for the following:
1. Create a series of questions and answers for the assessment.

SITE-BASED MANAGEMENT -- SCHOOL-BASED IMPROVEMENT

Terms of Agreements

Since several schools will be involved, one agreement covering areas common to all will be drafted plus individual sections providing for specific situations.

CONTENT

- A statement of Philosophy (Board's belief in SBM/SBI and shared decision-making)
- the duration of the agreement
- the purpose of the agreement
- specific obligations of each of the parties, and
- the circumstances under which the agreement can be ended or renegotiated and the procedures for doing so.

NECESSARY CHARACTERISTICS

- must clearly state the kinds of decisions that schools will be allowed to make (protects central office and gives authority plus responsibility to school council)
- should be clear and flexible (provides for reinterpreting limits of authority under changing conditions and for resolving disagreements)

PREPARATION OF AGREEMENTS

- S.B.M./S.B.I. Steering Committee and the School Councils jointly develop an agreement that clarifies the commitments and expectations of all parties.
- The chairperson of the Steering Committee will draft a statement of the board's S.B.M./S.B.I. philosophy and the board's commitment to the process. Included are:
 - the timelines for the pilot program
 - mechanisms for phasing in additional schools

- variances from board policy and central office rules
 - incentives that the board is offering schools to participate in the SBM/SBI process.
 - expectations of the schools (e.g. form council, submit reports, follow procedures)
- The individual School Councils will develop their goals and plans which will form their part of the agreement. Included are:
 - the management and instructional initiatives they plan to undertake
 - timelines by which they expect to achieve them
 - recommendations for overcoming the obstacles identified (especially those items controlled by the board and central office)
 - Series of meetings between the central office staff and the council chairpersons.
 - Agreement is reached and ratified by the School Councils and the Board of Education. The document's signators would be the Chairperson of the Board, Director and Secretary of the Board, Treasurer of the Board, Chairpersons of the various School Councils and Principals of those schools.



Albion
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